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By-Waterman, Floyd T.; Brilhart, Barbara

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These symposium papers, the first two by Floyd Waterman and the last two by Barbara Brilhart, are an outgrowth of experience in directing the Teacher Corps internship program at the University of Nebraska at Omaha. No. 1 describes "The Role of the Teacher Corps Team Leader," who is a member of the local school faculty receiving continuous training and instruction from corps and university staffs during his two-year service and training period as supervisor of intern teachers. The eight roles discussed include fostering community work, counseling and advising, teaching and demonstration, and analyzing teaching acts. No. 2, "Concepts and Procedures for Training Teacher Corps Leaders," presents recommendations for a 4-phase program: selection and initial orientation, a national team leader institute, preservice orientation in local projects, and continuous inservice followup. No. 3 describes the "Development of an Attitude Scale for Evaluating Teacher Corps Team Leaders" and includes a copy of the scale with procedures for scoring. No. 4 presents "A Schema for Supervision of Teacher Corps Interns" which lists 17 problems identified within the intern's three major roles (as teacher, school-community liaison, staff/team member) with suggested activities and behaviors designed to guide him through each of four growth phases for each problem. Suggestions for use of the schema, which is also presented in chart form, are included. (JS)

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TRAINING CLASSROOM TEACHERS FOR SUPERVISION: I

THE ROLE OF THE TEACHER CORPS TEAM LEADER

Floyd T. Waterman, Director-Teacher Corps*
University of Nebraska at Omaha

Man has always been plagued with the philosophical questions, "Who am I?" and "What is my worth in the scheme of things?" But no professional has struggled more with these questions than has the experienced teacher assigned to work with Teacher Corps as a team leader.

The position was created in 1965 with the creation of Teacher Corps but was not well defined. Since that time local projects and Teacher Corps--Washington have struggled for a more precise role definition. This effort to clarify may generate more questions than answers but part of the value of the new position is the opportunities for challenge which grow out of the ambiguity. Only mature teachers who are unafraid of the unknown, the exciting and the different should embark upon the assignment of becoming a team leader.

The team leader, like the intern, is called a Corpsmember and this suggests that he is both a learner and a specialized member of the Teacher Corps team. The team leader is a member of the local school faculty with a leadership role but is without the usual "line" authority associated with supervisors or assistant principals. This is as it should be for a "stated authority" would dissipate the team leader's effectiveness in this unique and complex role of leadership.

The team leader works closely with the school principal and reports to him but is sufficiently independent and aloof to raise questions and to carry on dialogue on behalf of this team. He is not a regular member of the university faculty nor an extension of it; yet he receives continuous training and instruction

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from the director, other staff members at the university, and from community leaders. He must work closely with and under the direction of the local Teacher Corps coordinator who is a part of the school administration. The team leader evaluates but not for the purpose of grades; he supervises community work but does so by example and demonstrates competence rather than by exercising power. His authority arises solely out of an earned respect which interns afford him as an excellent teacher, a warm and sensitive adult, and a genuine leader. The "authority-seeking" team leader will have limited effectiveness, will inhibit his own training and professional growth, and thus have little potential for future roles which might grow out of the team leader position.

Developing Future Positions

Though he is at a more sophisticated level than his intern team mate, the team leader is also undergoing an internship and he too, is in the process of becoming. This does not suggest a feeling of superiority on the part of either the school district or the university. It is rather, an admission of a joint responsibility to provide continuous training which is also part of the responsibility of Teacher Corps--Washington. The team leader left his old teaching position for a challenge above and beyond that of regular classroom teaching and he is not necessarily interested in administration. The universities and local school districts are duty-bound to help develop and envision new roles which reward leadership and teaching skills without a tie to a "line" authority position. Team leaders should be ready, at the close of their two-year training and service period for new and broader service. This yet-to-be-identified role might be one of a Resource Instruction Person (RIP) who could become a facilitator

and work with new teachers, with experienced teachers, and to maintain close contact with the community as well as nearby colleges or universities. The skills of the team leader would be good preparation for such a role, but present role functions require a more precise definition.

While the role will differ somewhat in various projects, there are common elements which grow out of the law and experiences of the various projects in Teacher Corps over the last two and one-half years. The wide range of activities and role expectations for team leaders suggest that it is truly a unique position in education. Without the "clout" of "line" authority, the team leader has an opportunity to re-shape the image of the supervisor to a function of "supportive instruction and resource" rather than one of "inspecting and reporting" as has so often been the case in the past. The team leader could help interns (and other teachers if he is asked) to develop teaching strategies, to better understand the low-income area pupil, and to become more analytical of their own teaching.

Fostering Community Work

Team leaders should help interns develop meaningful and appropriate community activities. This activity involves venturing into the community for in-community education through interaction with parents, community leaders, and agencies in the various school neighborhoods. Team leaders can help interns and other teachers to become sensitive to the feelings and concerns of local residents and to understand the distance which sometimes stands between the school and the community. Involvement must be honest and meaningful and all efforts should take into account the wishes of the people. Competition with agencies is not recommended

and contact with parents should be more fruitful than contact with "community operators" who sometimes use their so-called knowledge of the community to exploit rather than build and support the community.

Developing Team Schedules

As other teachers in the local building come to know the interns, requests for their services and involvement will come to the interns and to the team leader or principal. Team leaders will need to plan with interns and with the principal as well as the local system's Teacher Corps coordinator, and screen requests or confusion will result. The criteria for selecting an activity for an intern should be: (1) Will the activity be a productive learning experience for the intern? and (2) Will the activity also serve children and/or the community or school in which the interns works? The priorities of service to the school must not negate the need for productive learning activities for interns. Corps members are not to become substitute teachers or paraprofessionals to "assist" teachers in clerical-type tasks. Corpsmembers may not become the regular teacher of record and school districts are required to use Corpsmembers as supplemental. This arrangement does however, allow for continuing responsibility as the intern gains in confidence and in professional competence but he must have adequate time for community work, for university courses, for planning, and about 60% of his time in instructional duties (which include planning times). Interns should be encouraged to try new teaching strategies and to experiment with new media and technology.

Counseling and Advising

The team leader must serve as an arbitrator at times, or more properly, as an advisor-counselor. This function requires that the team leader be a very effective listener. He helps other teachers and school personnel to understand the role of Teacher Corps and helps to integrate interns into the faculty without limiting them to a few "cooperating teachers"; for he serves the total school and the community. The team leader is in this sense, a public relations person for he interprets the Teacher Corps to the school and community at large.

There are times when this counseling role centers upon the personal problems of interns (at least in the initial stages of the counseling). Problems of finding a physician when ill, new housing, or other personal problems are sometimes brought to the team leader because of his rapport with interns on his team. The team leader should know the resources of the community and of the school district or university so he can seek more specialized help when it is needed. Universities may have psychiatrists, psychologists, or others to whom the team leader could turn or to whom the intern may be referred. The counseling and advising function is one which the team leader must assume initially but he must know how to recognize when he is "over his head" and when he requires more specialized help.

Teaching and Demonstration

The matter of how much teaching the team leader does will vary a little within different projects, but it must be kept within the bounds of the law. The team leader, like the intern, may not become the teacher of record for a grade. However, if the team leader is to be an effective model of teaching for his interns he will want to have a small on-going teaching assignment or activity

even if it meets fewer than five times per week. The primary purpose of the team leader's teaching however is to (1) have a small group in which he can try out ideas, equipment, and strategies himself to use later with interns as suggestions for their teaching, or (2) to demonstrate teaching techniques to interns or to other teachers in the building if he wishes. In these ways, the team leader has an opportunity to develop curriculum within a meaningful setting.

Analyzing Teaching Acts

Perhaps the most difficult and challenging role is that of learning how to observe interns and of providing the kind of feedback that will help them to become more analytical and more evaluative of their teaching. The team leader does this by himself acquiring those supervisory tools which sharpen his insights into the nature of teaching. He then assists the intern to evaluate his own teaching and to make appropriate changes. With this role expectation, it is important that school systems and universities keep the supervisory ratio low. Six to eight interns is about all that can realistically be expected, for the problems of beginning teachers, paraprofessionals, and interns are such that the effectiveness of the team leader would be lost if he were expected to work with more persons.

Teacher Corps has encouraged use of modern technology to help in the teaching-supervision process. Micro-teaching techniques are very useful and especially so when combined with the use of audio and video tape recorders. Simulation and use of the systems of analysis (Hughes, Flanders, etc.) may also be helpful. Team leaders must be open to the use of this newer technology and

become serious students of the systems of analysis if they are to fill this important function.

Developing conferring skills is the next priority for the team leader for his use of technology will be useless if he does not have the human relations skills and the skills to confer well. The supervisory conference should be viewed as individualized teaching. If the team leader consistently employs objective means of gathering observational data on the intern's teaching, if he keeps effective records, and knows how to confer well, interns will recognize the importance of this type of evaluation and will respond well to it. These evaluations are focused upon self- and teaching-improvement rather than associated with university grades or employment status. Hopefully, the interns then become more analytical about their own teaching and general performance.

Fostering Professional Growth

The team leader's conferring skills will automatically help interns to become aware of some new procedures and techniques, but the leader has a responsibility to provide some group instruction which fosters the general professional growth of interns. Team leaders may be asked to attend and to assist in some of the university courses and thus help interns implement ideas in their daily teaching. But the major source of help in this area can come through the weekly team meeting.

The team meeting is a place to coordinate schedules and to discuss some common problems, but interns will soon tire of the meeting if it is limited to schedule coordination and to general conversations. The team meeting should provide interns with an opportunity to plan with the team leader for guest speakers

(the school principal, a curriculum consultant, a community person, for examples) to deal with topics which are not necessarily covered in college courses. Films of educational matters (classroom control, social studies, mathematics) could be shown and discussed in team meetings. Simulated teaching materials and interaction analysis training films might be possible team meeting content. In some cases, language instruction or review (i.e. Spanish or Indian languages) could be conducted in the team meeting. Community problems or professional organizations might appropriately be the focus for some meetings. Instruction in teaching techniques (to proceed or to supplement university work) is entirely appropriate for the team meeting. Interns could plan and suggest their needs for discussion in team meetings. University directors and local school coordinators will want to provide to team leaders support and suggestions to improve the quality of team meetings.

Coordinating and Liaison

The key to a team leader's success is his organizational ability and his knowledge of planning. All of the activities above suggest the need for great skill in human relations and in the art of effective communication. The team leader must maintain a positive rapport with all components of the Teacher Corps program. He must coordinate his school efforts with the local principal and coordinator to avoid confusion; he must keep close contact with the university and constantly plan with his interns. A few controlled risks in curriculum, school policy, and teaching strategies may prove to be very helpful and innovative.

The team leader is engaged in a two-year service internship while he learns and prepares for a yet-to-be-identified role in the public schools or within a

university. All agencies will want to think ahead about new and different leadership roles which are not tied to the traditional conception of supervision or authority. Perhaps the RIP role earlier suggested has potential and should be incorporated into the personnel planning of local districts throughout the two-year period. In the meantime, the team leader will need to proceed in a new venture of individualized adult education.

TRAINING CLASSROOM TEACHERS FOR SUPERVISION: II

CONCEPTS AND PROCEDURES FOR TRAINING TEACHER CORPS TEAM LEADERS

Floyd T. Waterman
University of Nebraska at Omaha

Anyone over thirty years of age must be prepared for a serious shock if he hasn't by now realized that he may be "out of touch with reality" in the view of many of today's college graduates. The uncertainties of war and the turmoil of world conditions have generated much of the problem which contributes to the "generatión gap" and to some of the unrest on college campuses. Today's youth question established practices or procedures in their schools, their colleges, their political establishments, and their religious groups. Changing views about child-rearing, teaching, and the meaning of life itself may have contributed heavily to the differences in our young adults. Far more important than establishing cause-effect relationships however, is the need for all of us in higher education (and particularly in teacher education) to take cognizance of the fact that college students today are a different breed than any of us have heretofore encountered.

What Manner of Beast?

The remarks above are not to be interpreted as saying that the modern college student is so different and "off-beat" that he is in any way unworthy of our concerns and best efforts. Quite the contrary; today's youth have drive and motivation previously unnoted in large segments of college students. To suggest that students are less inquiry-centered and more prone to action, is not to say that they lack high ideals and ambitions.

Most of them are surprisingly determined "to make a difference" in their world. They care terribly about what happens to themselves and to future generations as well. They question the established practices and ways of working, but this is not to say that they are less concerned than students of yesteryear. It is important to recognize that only a small percentage[1] of today's college students are involved in self-destructive behavior, in riots, and in complete social alienation. The Peace Corps, VISTA, Teacher Corps, and the military organizations have many young people who, while violently opposing war and poverty, are highly idealistic and action-oriented. They are bright, dedicated, and concerned about world conditions and about the social issues of our day. If channeled through good training programs, these youth with action-oriented characteristics may lead to a new type of idealism which is rooted in a desire to achieve personally and to serve mankind as well. It is this type of youth which America needs and this type college graduate has unique qualifications which can bring about a significant difference in classrooms of children.

How Do We Get There?

Both college and public schools will need to "tool up" and to meet the challenge of attracting and retaining such youth for teachers in our low-income area schools. Certain conditions, attitudes and facilities are required of both colleges and public schools. Wise guidance of the idealistic college graduate is essential, are successful classroom teachers do not, ipso facto, become successful clinical supervisors. College instructors too, must make adjustments in their attitudes, methods, and

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[1]Statistics on increases in crime rates notwithstanding, I am convinced that the majority of today's students are fine people who want to be useful citizens.

contacts with today's emerging teacher. The Teacher Corps internship has elements unique to such programs and may be critical to the successful induction into the teaching profession of liberal arts graduates.

Who is the "Bad Man?"

Teacher Corps has once again revived the idea of close contact with community and re-stressed the need for cooperation between the public schools and the colleges. But often we engage in the fruitless search for the villian. Who is at fault that the public schools are so unrealistic in their curricular offerings? How relevant are all of our college offerings? Who is to blame for the endless regulations in our schools and colleges? Who is to say we can or cannot try out new ideas in our public schools or colleges?

College personnel accuse the schools and label them bastrons of "The Establishment" and public school personnel counter with the question: Who trained us? Are both not guilty of the very rigidity we so despise in each other? If we sit around and philosophize about the typical team leader moving from "the rigid traditional teacher" to a grand and sagacious professional coach after a two-week (or even two-year) training period, we are both unwise and unrealistic. I suspect that we have overgeneralized on all fronts. All is not "sweetness and light" in any of our low-income schools but neither is every single thing bad. A recent article by Ornstein[2] suggests that inner-city teachers are becoming a bit weary of the "incompetent and uncommitted" labels. We need to start honestly and

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[2]L. Allan C. Ornstein, "In Defense of Slum-School Teachers", Teachers College Record (May, 1968) No. 8, pp 759-766.

realistically from where we find ourselves in both college and public school programs and to work from that point. Teacher training institutions have a responsibility to themselves and to the Teacher Corps in finding ways to improve communications. We cannot improve communications so long as we are pointing accusing fingers!

Interns, principals, directors, and everyone concerned, admits that the team leader is the key person in the success or failure of the Teacher Corps model. The team leader has been the object of much concern and effort both nationally and at the local level. Watson[3] is typical of the authors (and many team leaders themselves) who misconceive the multi-institutional nature of the team approach of Teacher Corps. Watson, like many others is preoccupied with "the authority of the team leader." The team leader's authority must arise solely out of his competence as a teacher and his leadership abilities to persuade, convince, and inspire his interns. If he (or his principal) places himself in the position of "junior principal" the team leader will forever be struggling to maintain his "power." He must learn how to understand the emerging teacher and to channel the action-oriented intern into productive experiences--experiences which will be helpful to the intern as an emerging professional and those which are productive for the low-income child.

II. Selection and Initial Orientation to Corps

The selection and orientation of team leaders for provisional training is the joint responsibility of the school district and university.

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[3]Bernard C. Watson, "The Taming of a Reform," Phi Delta Kappan (October, 1968) pp. 99-104.

Persons may be nominated locally or they may be tentatively selected from names in the national pool in Washington. Personality factors, teaching experience, and attitudes seem far more important to me than whether the person comes from inside or outside the school district in which he is to serve as a team leader. A personal interview would be highly recommended before consideration is given to a prospective team leader. If possible, the school coordinator and the university director should personally observe the team leader candidate while teaching. Observation alone however, is not a perfect index of his suitability, since a person who is a good teacher with children does not automatically become an effective team leader.

Each project should have its local selection and review panel which passes on the different candidates for team leader positions. The panel should be composed of community, public school, and university representatives. Each candidate should be interviewed by someone of the university (and/or school system) and told about the general nature of the Teacher Corps and about the specific elements of the local project. Copies of the proposal (or excerpts therefrom) should be provided the candidate to help orient him and to help him decide whether he wishes to apply for the position. All candidates should be told that they are expected to attend a nationally sponsored team leader institute of at least two weeks duration. Whenever possible, school principals from the project should accompany team leaders to the institutes. Principals too should be oriented to the Teacher Corps at an early stage in the project planning and again prior to the institute.

Data Accumulated on Team Leaders

From the very outset, local projects should attempt to obtain data on team leader candidates to help the review panel decide who are best suited for the positions. Personal data, applications, and references should provide basic information about degrees received, personal characteristics, and teaching experience. In addition, we have used an open-ended instrument for all team leader candidates (beginning with Cycle III). The "Team Leader Attitude Scale," developed by Dr. Barbara Brilhart of our staff, attempts to assess the team leader candidate's views on supervision, teaching and disadvantaged children.[4]

It is a disservice to Teacher Corps to select a team leader candidate and send him to an institute without some notion of what he is getting into. The institute staff should not be expected to start from scratch. Notwithstanding, Teacher Corps is a very complex operation and it requires more than one orientation. Thus, it is wise to include some discussions, during the institutes, on the nature of Teacher Corps. However, there should be some basic orientation before the candidate embarks upon the institute training. Local projects should be expected to provide the first orientation and some follow-up training after the institute.

III. National Team Leader Institute Programs

There is, in my view, definite value in holding regional or national team leader institutes so that team leaders from many projects can come

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[4] Barbara L. Brilhart, "Training Classroom Teachers for Supervision, III: The Development of an Attitude Scale for Evaluating Teacher Corps Team Leaders," the third paper in this symposium.

together and discuss their roles, responsibilities, and challenges. The institutes should be conducted in a climate which is non-evaluative and supportive. Projects which feed team members and school principals into the institutes should send to the institute director, copies of their Teacher Corps proposals so the institute personnel will be aware of the unique aspects of each project. Likewise, institute directors might send copies of their program and proposal to participating projects so local university directors can plan appropriate follow-up activities throughout the in-service phase and so they can be aware of the experiences to which principals and team leaders have been exposed. Institute personnel may wish to conduct some follow-up activities (perhaps via mail) with institute participants but these should be channeled through the local directors.

I would certainly urge that each institute have a mini-conference so directors and school coordinators will be aware of the program to which institute participants have been exposed. The mini-conference also offers an excellent time to hold regional meetings of directors and coordinators. While each institute will stress some different things, there seem to be certain elements which could be included in each of the team leader institutes.

Group Process Experiences

The terms "group process," "group dynamics training," and "sensitivity training" have come to mean many different things but there are common elements which I shall try to identify as part of the whole effort I have labeled "group process" for the sake of convenience. Karl Kludt of USC

has voiced some very appropriate warnings against "sensitivity training" or "T-group training" which is primarily psychological in orientation. He prefers a more task-oriented group with some emphasis upon feeling and systems of feedback. I think I share his concern but competent trainers who have the background may be able to provide both foci. Self-confrontation is certainly essential to the training of effective leaders. The terms therefore, are less important to me than are the components of the training group. The important thing is that the data for discussion be centered around the team leader, his functions, problems, and possible solutions. Whatever the orientation of the T-groups, skill or group sensitivity training, the trainers must be very skillful and should be highly trained themselves. All persons permitted in the room should become part of the participating group. There should be definite ground rules established and the role of the trainer should be made clear to participants. Unless he is very well-prepared, a trainer should assiduously avoid delving into the psychological. Feelings and group perception of behavior might be appropriately probed without going beyond the limits of propriety. The training procedure should be explained and clarified for participants in such a way that team leaders might learn some basic skills of group work which can be replicated in their local situations. T-grouping with a specific task has its value if skillful leaders are present.

Two possible types of group process might involve (1) T-grouping and (2) Skill groups. In the T-grouping experience the group would meet with one trainer and there would be considerable emphasis upon discussing

feelings, self-perceptions, perceptions of the groups, and self-confrontation. In this setting, the general topic for discussion might be somewhat less structured and the group strives to achieve group consensus on affective behavior and its role in leadership functioning. Sometimes the T-group may be less structured, particularly if the trainer has had experience such as the National Training Laboratories in Group Development or comparable experience in psychiatry or clinical psychology. Again, the skill and competence of the trainer is crucial in determining how deeply the T-grouping enters the affective areas.

In the skill sessions, there might be opportunities to have groups do exercises (perhaps through role-playing or by designating specific leaders for different tasks) which are related to certain training exercises (i.e. plan a presentation on the effects of a particular type of leader) or tasks. In both groups, there should be opportunities to evaluate the activities of the group and individuals therein. Perhaps the membership in the T-groups and in the Skill groups would change so each person would have opportunities to see how he relates to others in task-oriented and in the less structured groups.

Feedback Systems in the Institutes

Feedback and evaluation of group performance is essential and each institute should have some definite procedures for providing constant feedback to the team leader and school principal participants. Post meeting

reaction sheets, video tapings, audio recordings, and practice sessions should be so geared that institute participants may become more aware of themselves and of how others respond to them. Part of this feedback can be verbal checking of perceptions and feelings (within T-groups or skill groups). The feedback might also come in the form of conferences with institute staff or perhaps with T-group trainers who can use data from participation scales, sociometric ratings, audio and video tapes, and self-evaluation scales on one's own participation within a group.

While feedback systems have been isolated for purposes of discussion, they should be an integral part of the whole institute and be part of the group process. Certainly the role of technology (video and audio recorders) is apparent in an institute which stresses feedback systems. Institutes will need qualified personnel around to insure smooth operation and care of equipment. The use of technology can be implicit in all of the instructional program and some participants may wish to have operating instructions and discussions on the role of technology; but I would not like to see too much stress placed upon the equipment aspect unless there is a particular need on the part of participants. I feel this phase of instruction can be done locally and in small groups more effectively than "forcing it" on the whole group.

Role Playing Techniques

Role playing can become an integral part of much of the group work particularly in the skill sessions. Individuals may be assigned to perform in a particular style and thus become object lessons for the group members. Role playing might offer many insights and be the means of

feedback on certain types of behavior in a group. Role playing can be used to identify problems or to suggest conflict situations which may not arise within the institute setting. The technique should be used skillfully and not overdone in any of the institute's functions.

Problem-solving Experiences

The institute might be organized so participants hold membership in a number of different groups. Teams can be formed to give the participants a feeling of fairly constant membership but T-grouping and Skill Sessions might provide still a different set of group relationships for participants. Opportunities for problem-solving are closely tied with group process and team activities but genuine (or simulated) situations should be used to provide problem-solving activities. Simulated situations may arise out of video taped or role-played problems presented to groups or individuals. The business world has made effective use of the problem-solving techniques with their "in-basket training kits" which are simulated problems presented to a group. The SRA Teaching Problems Laboratories or the Flanders Interaction Analysis techniques are also problem-solving techniques which can be used for training purposes. It is difficult to separate the problem-solving techniques from feedback, role-playing, and communication practice activities. Genuine problems may be presented to groups such as the planning of a meeting for the mini-conference participants, or a TV script for local stations to explain the Teacher Corps. Plans for taking a trip within the context of the institute might also be the vehicle for problem-solving.

Under very carefully controlled situations, militant leaders might be introduced to participants. Such activities should be carefully planned however, lest the experience be disruptive and unproductive as a training exercise. Analyses of such discussions might give participants experience in how to evaluate community resource persons for possible use with interns.

Communication Skills

Each of the previous elements are part of the communication skills but again, for purposes of discussion, communication skills are singled out as an essential element of team leader institute training. Part of the two or three weeks should provide some sessions on dealing with communication as a process. Listening exercises in small groups might prove valuable and they should be presented in such a way that participants may try them again when they get on their teams "back home." Risk-techniques as well as other problem-posting techniques should be part of leadership communication skill training. The ability to evaluate critically the arguments and ideas of others and especially to recognize fallacies in reasoning is an important element in communication training. Most of these are fairly standard in a good speech or oral communication program but they are seldom made available in the training of teachers.

Stress on Supervisory Conferences

Conferring skill is really part of the communication process but so central to the supervision process is one's ability to confer, that I

have stressed it as a separate element of a good institute program. Institute participants should be given opportunities to conduct conferences with each other. By doing so, participants can gain some insights into the feelings of interns who are on the "receiving end" of supervisory conferences. Conferences may be recorded and analyzed with institute staff members. In this way, participants can be helped to recognize the importance of conference preparation, sorting out key issues, and in dealing with the immediate concerns of the intern. Conference records can best be explained within the context of actual experience with conferences and records thereof.

The team leader's success is very much tied to his ability to do individualized teaching through the medium of the supervisory conference. Conferences have many different purposes--guidance, personal concerns, community activities or teaching techniques. Participants should be helped to differentiate between the various types of conferences and should receive individual help in learning to apply their communication skills to the conference situation.

Constructs for Analysis of Teaching

While they require much skill and a certain degree of sophistication, the constructs of teaching which have grown out of recent research can become helpful tools for interns and team leaders to examine teaching episodes. Flanders' System of Interaction Analysis is widely used and is perhaps the best known of the various systems. It is by no means the only one however, and institute participants should know that there are many systems.

Institutes should probably select one system and spend more time on it than on others because only a beginning skill can be acquired within the time constraints of an institute setting. Marie Hughs, Mary Jane Aschner, Arno Bellack and B. O. Smith have developed systems[5] which are quite different from Flander's system. Amidon and Hunter have developed an adaptation of Flanders and Brown-Cobban-Waterman developed an adaptation of Bellack. Others are listed in Gage[6], but I feel it is probably important to help team leaders get a feel for one system then select or make some adaptations which fit their own competencies and interests.

One of the values of using a system for analysis of verbal teaching behavior is that it makes participants aware of how much we have come to depend upon the verbal. This lesson provides opportunities to expose participants to discussions of non-verbal behavior and institutes might well include some training exercises in non-verbal analysis as well as some exposure to micro-teaching as a training experience.

Neighborhood Involvement

There are a number of activities in which institute participants could engage in the neighborhoods but certainly the feelings and concerns of community residents should be respected. There is something immoral about busloads of college people peering about a community with the

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[5] A.A. Bellack (editor) Theory and Research in Teaching. New York: Teachers College Press, Columbia University, 1963.

[6] N. L. Gage (editor) Handbook of Research on Teaching. Chicago: Rand McNally & Company, 1963.

pointed finger that seems to say, "Oh, see the poor!" I would hope that trainees could be involved in more appropriate activities than the "tour-type" involvement. Perhaps they could talk to community leaders, to agency personnel and visit social action groups in teams rather than large groups. Neighborhood surveys can be a meaningful part of community involvement if the surveys are related to an ongoing organization. Stress should be placed upon genuine contact with people in the community or school neighborhoods.

Rather than living in dormitories on college campus, participants might have opportunities to live in various low-income neighborhoods so that they can actually live through some of the problems of the poor. Perhaps participants could give some helpful feedback to agencies as part of their neighborhood involvement. I think it is important to help institute participants see that living in a community can be a meaningful learning experience but the mere residence alone will not insure involvement.

As part of the community involvement, there should be an exposure to the cultural heritage of the minority groups served by the various Teacher Corps projects at the institute. Black history and contributions of the Mexican-American and Indian cultures are needed elements in a training program. There should be considerable stress on the types of material available for teaching children. Resource persons should be included on the institute staff to deal with the main minority groups. Perhaps much of this work could become an individual study plan for institute participants but there should be an orientation to minority groups for all persons.

Focus on the Nature of Teacher Corps

While it would be expected that all institute participants will have had some orientation prior to the institute, one cannot assume that this would be sufficient. The concept of the Corps is so complex that it requires much clarification and discussion. Discussions on the purposes of the Corps, various roles (director, coordinator, principals, state education departments, team leader, intern, community) could be the center of many of the group activities. Institute directors should respect the individual variations in local programs but participants should know that there are certain essential elements to every Teacher Corps project. National staff members might be included in some of the discussions on the nature of the Corps. The focus upon the nature of the Corps might be the discussion content in some of the small training groups dealing with leadership, supervision, and other aspects of the team leader role. Certainly the objectives of innovation at the college and school levels are appropriate to such discussions.

Individual and Group Activities

While much of the institute will be centered around living through team or group experiences, there should also be opportunities for institute participants to hold many individual conferences and to engage in some library research or individual study. Some of the current literature on minority groups, the nature of poverty, and on teaching techniques would hold interest for individual study. Study of the extended family would be an essential element in understanding the dynamics of poverty. The

individual study plans might also include skill sessions in operating video tape records or practice on micro-teaching techniques. Some groups may wish to plan follow-up and back-home activities as part of their institute experience. Certainly persons from the same project should have some opportunity for group study and thought together. Team leaders who grow professionally will need time for study and quiet reflection as part of the re-evaluation process.

IV. Pre-Service Orientation in Local Projects

The orientation prior to institute and the experience with other team leaders and principals from many projects should provide the base upon which local directors can build their pre-service team leader and staff orientation. With new-found skills of leadership, the team leaders are now ready to embark upon their plans and orientation for local pre-service training.

The staff and team leaders who come together after two weeks in an institute are not going to be very excited about more T-grouping with themselves and the trainer. It is important, if sensitivity training is held, that all staff join in the groups. Perhaps the week of orientation for the pre-service program will want to pick up on some of the systems for analysis of verbal teaching behavior and provide practice opportunities for team leaders.

Much of the pre-service orientation should be centered upon items such as the evaluation procedures to be used during pre- and in-service phases. Open criteria for team leader and intern evaluation should be

maintained and in the week prior to pre-service, the evaluation procedures should be thoroughly explained. This might also be a time when local directors would want to gather additional data on team leaders. We have used some simulated teaching materials as a means of gaining information on team leader's teaching competencies.

Planning for the arrival, housing, and general orientation of interns will occupy some of the pre-service orientation week. A refining of points on team leader responsibilities during the pre-service period will also be necessary. Each project has its own unique schedule regarding the role of the team leader during pre-service and considerable time should be devoted to this type of orientation. Re-reading of the proposal or parts thereof, may be an essential element of the week's orientation. Some social activities during this week would seem quite appropriate.

Once pre-service training has begun, the training and orientation of team leaders should continue. Team leaders are no doubt invited to attend and participate in some of the classes of the interns. In our project, we have assigned teams very early in the pre-service program and made tentative assignments to schools. Teams then pursue a program of community involvement by visiting lists of children from the school to which the team is assigned. Through one child, his peers, and his family, the intern comes to know the shool neighborhood and the life problems of that child. These same children (plus a few friends) are used by the interns for their micro-teaching experiences. The micro-teaching video tapes then become the basis for supervisory conferences. The team leader

records (on audio tape) his supervisory conference with the intern and a staff member works with the team leader in an individualized approach to supervision. The staff member listens to the tape of the conference, then holds a conference with the team leader. This conference is also recorded as a means of feedback on the staff member's progress in helping the particular team leader.

Conferences with the Teacher Corps social worker were also used by team leaders as a means of gaining help in inducting interns into appropriate community work. Regular reports on community activity were started during the pre-service program and continue throughout the in-service period. Sometimes the social worker meets with the entire team and works directly with the interns but always under the direction of the team leader. The team leaders were also helped with their evaluation roles in the pre-service by means of conferences with the assistant director who serves as the evaluator. The combination of conferences, on a regular basis, with three different staff members, is an integral part of the team leader's continuous training during pre-service.

V. In-Service Orientation and Continuous Follow-Up

From the very outset in 1966, I have insisted that the team leader's role is a difficult and challenging one--one which requires constant follow-up and training. For this reason, we have had a weekly seminar with all team leaders as a condition of their employment in the local school district. During these seminars (conducted during the first year by me and now conducted by Dr. Barbara Brilhart), we have dealt with analysis of verbal

behavior, supervision skills, conference techniques, communication skills, and a variety of topics related to team leader function and role.

Increasingly, we have felt that a more individualized approach is necessary and thus, we have moved this year to fewer seminar meetings and more conferences. Dr. Brilhart meets each week with team leaders to discuss specific problems with individual intern's progress and Mrs. Zelinsky, our social worker, meets with the team leader once a month. In this way, both the community work and the teaching activities are constantly under consideration and the focus is upon particular problems of team leaders in their supervisory activities.

During the summer, Dr. Brilhart developed a supervision schema[7] with the intent of showing the various types of teaching stages and problems through which each intern progresses. We have not revealed to interns the existence of the supervision schema for we feel it would defeat its purpose if it were shared with the intern at this stage. Audio tapes are also used by team leaders with interns and these in turn may be used with Dr. Brilhart as part of the data for discussion. As video tapes are taken during the in-service phase, team leaders will also play back the tapes for interns and together they will evaluate the intern's lessons.

We are convinced that team leaders are now obtaining more specific information and help in their work. As a result, team leaders are utilizing the supervisory conference as an individualized teaching situation

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[7] Barbara L. Brilhart, "Training Classroom Teachers for Supervision, IV: A Schema for Supervision of Teacher Corps Interns," the fourth paper in this symposium.

rather than a judgmental evaluation session which results in few commitments for subsequent teaching experiences.

VII. Summary Statement

We have gone full-cycle from the first interview with the prospective team leader to selection and assignment to in-service training. It is important that directors and coordinators assign staff to the specific task of helping team leaders grow in their supervisory and leadership skills throughout the two-year internship of Teacher Corps. There are implications in the Teacher Corps model for other internship programs. The MAT programs and various off-campus student teaching and internship programs have made little impact upon changed teaching behavior. It remains therefore for educators to develop a new model. Perhaps Teacher Corps can point the way if we begin to extract appropriate experiences and adapt them to other teacher education programs.

In summary, the effective elements of the Teacher Corps model are (1) early orientation prior to the institute[8], (2) concentrated leadership training with peers from other regions of the country, (3) pre-service orientation (with staff and team leaders alone for part of the time), and (4) continuous follow-up and training throughout the in-service phase. Certainly team leader training must have a high priority in each project if Teacher Corps is to point to new avenues in teacher education.

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[8]Including Community and Public School personnel.

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TRAINING CLASSROOM TEACHERS FOR SUPERVISION: III

THE DEVELOPMENT OF AN ATTITUDE SCALE FOR EVALUATING TEACHER CORPS TEAM LEADERS

By Barbara L. Brilhart

INTRODUCTION

During Cycles One, Two and Three of the Teacher Corps program at the University of Nebraska at Omaha, a concern arose for the need to train former classroom teachers stepping into the complex role of the team leader[1] for specific leadership and supervision skills. Seminar and individual training in these skills[2] were implemented, but it appeared impossible to evaluate attitudinal changes affecting team leader performance for lack of a suitable evaluation instrument. In addition, during the summer pre-service program in 1968, it was deemed necessary to begin the development of an instrument which would eventually help to screen applicants for the position of team leader in the Teacher Corps.

Thus to meet the dual needs of developing a suitable screening device and of evaluating progress in the development of attitudes deemed desirable for educational supervision, the scale described in this report was developed.

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[1]Floyd T. Waterman, "Training Classroom Teachers for Supervision I: The Role of the Team Leader," the first article in this symposium series.

[2]Floyd T. Waterman, "Training Classroom Teachers for Supervision II: Concepts and Procedures for Training Teacher Corps Team Leaders," the second article in this symposium series.

PROCEDURES FOR SCALE DEVELOPMENT

On April 1, 1968, team leaders (four from Cycle One and five from Cycle Two of Teacher Corps) were asked by the writer in the context of their weekly supervision seminar to look closely at their supervision experiences and to think about characteristics that they thought necessary for effective functioning as a team leader.

They were then asked to "brainstorm"[3] for factors which they thought important in selecting third cycle team leaders. A list of sixty ideas produced by the group was discussed and agreement reached on 41 items, some of which appeared to overlap.

The list was then analyzed by the writer who perceived that the ideas tended to cluster around eleven supervisory factors that could be identified fairly easily. These were:

A. Permitting interns to experiment
B. Openness to Criticism from Subordinates
C. Ability to Listen
D. Student of the Teaching Process
E. Ability to Relate to Administration
F. Toleration of Ambiguity in Role Definition
G. Effective Communication with Interns
H. Democratic Orientation Toward Group Process
I. Sold on the Teacher Corps Concept
J. Committed to Helping the Intern Grow
K. Appropriate Social Behavior in Relation to Community and School

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[3] Brainstorming procedures were those described by Alex Osborne in Applied Imagination, New York: Scribner, 1963.

An item was then written to represent what team leaders had discussed as "desirable" attitudes or behaviors for each of these factors. To prevent the possibility of a "response set" for test-wise team leader candidates, additional items were written for some of the factors describing "undesirable" behaviors related to the factor.

Thus Part I of the scale[4] consisted of sixteen items to be rated on a five-point Likert-type scale ranging from "Disagree" to "Agree." Part II, an open-ended questionnaire was designed to elicit responses which would sample three areas of the applicant's behavior: (1) his understanding at the application level of three items of the scale in Part I with which he agreed most strongly; (2) his ability to verbalize clearly and communicatively an opinion which he held rather strongly; (3) the care with which he followed directions, especially the instructions to support the "description with an example or two from your own work experience."

PROCEDURES FOR SCORING

The total score possible on the scale is 55. If an appropriate response to an item is "disagree," its score should be 5; if an appropriate response to an item is "agree," its score should be 5; in the case where two items (one stated positively and the other negatively), represent a single concept, the average of the scores on the two items is taken and a single score derived. Items are rated individually: 5, 4, 3, 2, 1.

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[4] See pp. 6-7 of this paper for the complete scale.

The key to the scale is as follows:

Concept	Represented by items #	Desirable Responses
A	1	Agree
B	2, 14	Disagree, Agree[5]
C	3, 5	Disagree, Agree[5]
D	4, 16	Disagree, Agree[5]
E	6	Agree
F	8, 10	Agree, Disagree[5]
G	9	Disagree
H	7, 15	Disagree, Agree[5]
I	11	Disagree
J	13	Disagree
K	12	Agree

To date, the scale has been used experimentally only with a very small group of Cycle Three Teacher Corps team leaders when they applied for the position of team leader at the University of Nebraska at Omaha (UNO) and again during their pre-service program after they attended a pre-service Teacher Corps training institute in Los Angeles. Thus little data is available which would allow for the development of norms and for valid interpretations of scores. A tentative and very gross interpretation

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[5] Scores of the two items should be averaged to get a single score on the concept.

of scores was made on the scale: 45-55 indicated a rating of Superior; 35-45, a rating of Good; 25-35, a rating of Average and Below 25, a rating of Poor.

It is obvious that the validity of the scale as an instrument for predicting behaviors and attitudes relevant to supervision cannot be assessed at this time. However, it is encouraging to note that all of the six team leaders at UNO after an interval of several weeks between the time they applied for Teacher Corps and the completion of the leadership institute, shifted on most of the attitudes at least one scale point in the desirable direction.

Plans are underway to utilize this scale or a revised version at the end of the Third Cycle of Teacher Corps. More importantly, it is hoped that the scale will be used with large numbers of team leaders before and after national training laboratories in the next pre-service program in order to establish norms and to provide meaningful data for revision of scale items.

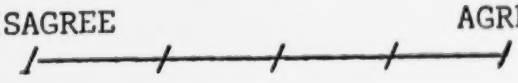
TEAM LEADER ATTITUDE SCALE

Part 1

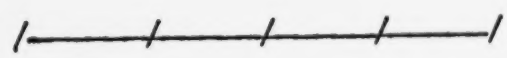
In order for us to get to know you, it is necessary that we attempt to understand how you feel about teaching and about the functions of a leader. Please circle for each statement below the point along the scale which best represents the degree to which you agree or disagree with the statement.

DISAGREE AGREE

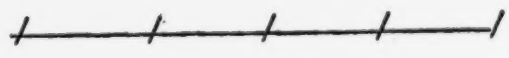
1. A supervisor should permit others to experiment with new ideas which he (the supervisor) knows little about.



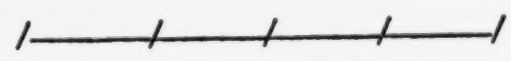
2. A supervisor should handle criticisms from subordinates primarily by ignoring them.



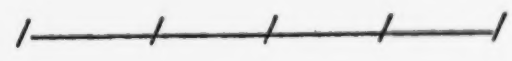
3. A characteristic of good leadership is active talking rather than passive listening.



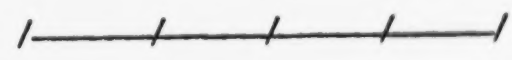
4. A good supervisor of teaching is one who has arrived at a final philosophy about what constitutes good teaching.



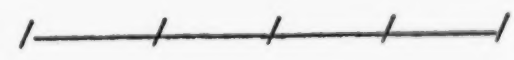
5. The good leader does more listening than talking.



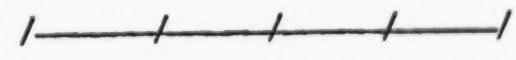
6. Feelings of being mistreated should not be discussed among one's colleagues before being brought to the attention of the boss who did the mistreating.



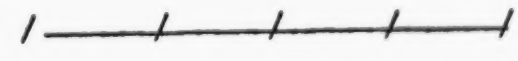
7. A bright leader can usually make more valid and satisfactory decisions affecting the group when he works by himself rather than when he works with the group.



8. A loosely structured job role is desirable for supervisors.



9. To maintain a supervisor's status, subordinates do not need to have explanations or rationales for the supervisor's behavior.



10. Supervisors will do a better job if they know exactly what they are supposed to do.

11. The best thing about the Teacher Corps idea is that it allows more young people to get their master's degrees while they work.

12. Schools should expect teachers to dress according to community and school standards.

13. If a student teacher can't change his teaching behavior by the middle of the semester, let's not waste any more staff time or funds on him.

14. A supervisor should invite criticisms and reactions to his behavior from his subordinates and his superiors.

15. Group members will usually abide more by decisions that they have made than by decisions which their leader has made for them.

16. A supervisor of teaching should be a student of the teaching process.

PART II

After you have rated the above items, select <u>three</u>, with which you <u>agree most strongly</u>. Identify by number which three you have selected. For <u>each one</u> of those you select write a description of why you feel the way you do about the item; support the description with an example or two from your own work experience. (If you do not have enough space below to write, attach a separate sheet.)

TRAINING CLASSROOM TEACHERS FOR SUPERVISION: IV

A SCHEMA FOR SUPERVISION OF TEACHER CORPS INTERNS

By Barbara L. Brilhart*

Teacher Corps team leaders over the past two years have frequently reported a lack of guidance in how to supervise interns. "I don't know where to go next with this intern--he seems to be such a good teacher now." "I don't know what to talk about in conferences when they've done everything well," or "I don't understand what is meant by the 'growth of an intern'--when most of them are thrown right into teaching situations anyway." Other supervisory problems center around the integration of community and school experiences into some meaningful learning pattern.

The schema for supervision herein presented is an attempt to meet some of the problems encountered by supervisors of potential teachers for the inner-city, but is designed especially for the situation of the team leader as a supervisor of Teacher Corps interns.

The schema for supervision is derived from four primary sources: (1) the writer's own experiences and observations as a team leader during the first year of the Corps; (2) experiences in training team leaders in supervision skills at the University of Nebraska at Omaha; (3) experiences in teaching interns in university courses designed specifically for Teacher Corps, and (4) a survey of reports and philosophies concerned with problems of teacher education.

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*The writer gratefully acknowledges the invaluable suggestions from colleagues Floyd Waterman, Arlene Low, John Lewis, Lucille Zelinsky, and Teacher Corps Interns and Team Leaders from Cycles One, Two and Three.

THE SUPERVISION SCHEMA

The schema centers around a conception of roles and various stages of development through which the intern progresses under the guidance of the public school with which he associates, his professors at the University and more especially under the guidance and direction of the team leader.

Concept of Roles

When the writer listed the possible behaviors of an intern during his two year internship, she could cite at least one hundred activities and "learning events." For purposes of supervision, these were categorized into three major roles assumed by the intern: (1) the teaching role; (2) the school-community liaison role; and (3) the role as a member of a school staff and Teacher Corps team. While there is some overlap in the learning that occurs among these roles, some clear-cut behaviors within each were delineated. Although these roles describe the internship *per se*, they comprise the "laboratory" within which the intern can prepare for his ultimate role as a permanent teacher in the inner-city schools.

The Teaching Role

In his role as teacher, the intern encounters many problems which provide the basis for learning experiences. These may be classified into three major functions or sub-roles that the teacher-intern performs: the teaching strategist function; the research function; and administrative function.

The teaching strategist function refers to teaching behaviors involving teacher action or performance in the classroom; it is primarily concerned with the decisions a teacher makes as he interacts with children to affect their learning behavior and is effective to the extent that he has performed his research functions. Four problems may be identified in this function: (1) establishing instructional objectives which refer to the selection and construction of appropriate objectives in preparation for teaching; (2) selection of content which refers to the appropriateness of decisions concerning the subject matter, ideas and concepts, that are emphasized by the teacher; (3) adapting content to pupils which refers to decisions made on the basis of the research function which involve the teacher as a link between the pupils and the subject matter; of primary concern here would be the concept of making materials relevant to the learners' lives; (4) selection and manipulations of teaching materials involves decisions concerning the media, resources or channels for communication of content to pupils.

The research functions refers primarily to teaching behaviors involving diagnosis and evaluation of pupils' abilities and needs as the basis for the selection of appropriate teaching strategies. It includes, however, the investigation and evaluation one's own teaching behavior in relation to pupil learning. Four problems may be identified in this function: (1) diagnosis of pupil abilities and problems which involves the knowledge and use of various techniques and methods for assessing

learning needs; (2) evaluation of the teaching-learning process which involves knowledge and use of various techniques and methods for continuous assessment of learning outcomes in relation to teaching goals; (3) analysis of verbal teaching behavior which involves the study of techniques for describing and evaluating what is said in the classroom that effects the teaching-learning process; (4) analysis of non-verbal teaching behavior which involves the study of techniques for describing and evaluating non-speaking behavior in the classroom that effects the teaching-learning process.

The administrative function refers to teaching behaviors involving management and execution of the physical aspects of the classroom and of school routines. Two problems may be identified in this function: (1) classroom control which involves the regulation of children's behavior in groups or as individuals to create a climate where maximum learning can occur; (2) classroom organization which involves the groups of children in relation to teaching resources to create situations where maximum learning can take place despite individual differences among pupils.

The School-Community Liaison Role

The school-community liaison role includes intern behaviors both in and out of school which enable him to understand and to utilize the home and neighborhood of the disadvantaged child in order to facilitate the teaching-learning process.

Within this role, four problems are delineated for purposes of supervision, although there is some obvious overlap in the behaviors involved in each: (1) understanding and overcoming environmentally related barriers to learning refers to the continuous study of factors in the home and neighborhood of the child which relate to his learning disabilities in the classroom; (2) utilization of home and community resources to enhance the teaching-learning process refers to the utilization of agencies and people for help in removing barriers to learning or in making content more relevant; (3) participation in the life and problems of the community refers to the development of understandings and skills necessary for extending the role of the teacher beyond the classroom but within boundaries appropriate to the functioning of the teaching role.

It is obvious that the behaviors involved in the School-Community Liaison Role are less tangible than those involved in the Teaching Role. These behaviors, which focus in part on attitudes and understandings, may be more difficult to guide and evaluate than the more easily observable behaviors outlined in the Teaching Role.

Staff and Team Member Role

The intern's role as member of the school staff and the Teacher Corps team includes behaviors involving human relations within the school and the team.

Within this role, he learns to relate to people within two contexts: that of the school which functions as an organization whose members have fairly well-defined roles and that of the team which functions as an emerging group in which member roles are constantly shifting. Within the "laboratory" of these contexts, the team leader may guide the intern toward an understanding and application of principles the fields of social psychology, psychology, communication, group dynamics and other disciplines related to human relations.

For purposes of supervision four problems were delineated: (1) relating to school administration which includes the understanding of administrator roles and the development of appropriate ways of working with administrators to achieve effective teaching conditions; (2) relating to teachers and staff which includes learning from the experiences of others who have worked for a time with children, bringing to these same people new insights learned in the community an in the university; (3) relating to the team leader involves learning from continuous and close supervision by an experienced teacher and to developing a role appropriate to this relationship; (4) relating to other interns involves the utilization of group theories and methods in working effectively within a team; the team should be seen as a laboratory where the intern can develop attitudes conduvice to working with people of varying beliefs, temperaments and abilities.

It is believed that the three major roles described above must develop simultaneously as part of the intern's behavior throughout his two year training period. However it is hoped that he will coninue to develop

in each of these roles long after he has gained the status of full-fledged teacher.

Concept of Growth and Dynamic Development

It would indeed be convenient if one could delineate discrete stages in the growth of the intern and guide him with assurance from one to the other to the completion of his in-service training. However, reality does not permit such a convenience. The nature of the internship is such that the intern is constantly bombarded with new experiences in the context of the university course work, the public schools and the community. His perceptions as a result of a conglomeration of such experiences are constantly and rapidly undergoing revision (at least in the growing intern). Even more than the typical graduate student, he finds his values and self-concepts perpetually jarred, loosened and altered. Often with little awareness of the numerous collisions that he has undergone, he completes his internship and takes his place on a public school staff.

It would seem that the awareness of such rapid growth on the part of the intern could be harnessed to serve him in later years as a teacher. For example, the intern, with the team leader's guidance, could become aware of his own growth thereby enhancing his sensitivity to the growth processes of the children and parents with whom he works. Such sensitivity, particularly in the realm of values and emotions would be invaluable to the teacher working in a rapidly changing sub-culture.

The concept of growth and the dynamic nature of the intern's development is vital to the present schema for supervision. Anderson (1961) refers to the mechanism for the learning-growth process as differentiating-integrating. At first there is a confrontation (between people, value systems, cells or any two entities to which the growth process pertains). Next there is an awareness of differences out of which a new concept, value system or organism emerges. The new concept or entity is an integration of differences, but does not look like either of the two entities that confronted each other initially.

Anderson's model of growth was enlarged and adapted to describe general growth phases through which the Teacher Corps intern can be guided in each of the three major roles described above. Since interns vary in their perceptions and individual capacities for growth, it would be highly dangerous to suggest these phases as prescriptions for intern experiences. The phases should be looked upon as descriptions derived from observations of the way in which interns typically develop in their thinking and behaving. The descriptions of growth phases may then form the framework for the development and selection of learning experiences which may move the intern along to higher and more complex levels of behavior. As the intern develops from the beginning of his in-service program until the close after two years, four increasingly more complex phases may be identified: (1) familiarization; (2) confrontation; (3) differentiation; and (4) integration.

Familiarization Phase

During this phase a general characteristic is that the intern becomes familiar with the environment of each of the new roles he has entered. In the Teacher Role, he becomes aware of the ten problems in performing teaching tasks described in the preceding section. He develops a feeling for the world and problems of teaching. In the School-Community Liaison Role, he develops an awareness of the life and problems of the community in which he works. He begins to see pupils as individuals who have experiences outside the school which affect their behaviors in the school. In the Staff and Team Member Role, he is learning what is is like to behave as a staff member in the world of the school. He learns the various functions of school administrators, teachers and supporting staff. As a member of the Teacher Corps team, he glimpses the dynamics of task-oriented groups including setting group norms, group sanctions and leadership roles.

The supervisory task of the team leader during this phase would be those of fostering observational skills, selecting appropriate introductory experiences and helping the team establish norms for behavior.

The Confrontation Phase

This second phase, while more difficult to identify, fits what Anderson (1961, p. 134) defines as "confronting a situation in which the behavior or presence of one organism makes a difference in the behavior of another."

During this phase of growth, the intern becomes aware of problems especially those involving differing value systems, conflicts within himself and various approaches to a given teaching problem. He is put into a direct working relationship in the school, in the community and with the team. He is asked constantly to become aware of his rationale and the rationale of others. He is asked to expose himself to children, parents, other teachers, administrators and to his team mates. Here the emphasis is upon exposure to problems and conflicting points of view. It is characterized by conflict and resistance. This may be an agonizing growth period for the intern; it is during this time that he expresses hostility toward the school system, the Teacher Corps program, his team leader or himself.

During this phase, the team leader has a particularly crucial role for supervision. Sensitivity is the key to helping the intern through a most painful (but potentially productive) growth phase. Here the team leader's ability to absorb some of the hostility is vital. So too is his recognition that the intern may need a confidant--somebody who will listen to his compaints about his university coursework, his principal and other teachers.

However, the wise team leader knows that many of these complaints do not need to be taken seriously in the sense of requiring action. They are, in fact, the result of the painful process of confronting the conflicts in one's own values, beliefs and actions within a new and frightening experience.

The primary task for supervision would be that of asking insightful questions and guiding the intern through the processes of appropriate problem solving behavior.

The Differentiation Phase

In the healthy, growing organism, the natural outcome of confronting behavior is differentiating behavior. During this phase, there is a toleration of differences between two organisms or events. There is an identification of differences and a co-existence of the two entities that are different.

In the case of the growing intern, he is now coaxed into the awareness that there are many approaches to the same problem. He gradually abandons his insistence on "the right answer" or the "correct solution" and can live with the ambiguity arising from multi-points of view.

This is the phase in which the intern should be discussing and attempting many different approaches, strategies and solutions to problems of working with children, parents, administrators, team mates, other teachers and community representatives.

Here the task for supervision is primarily to provide opportunities for the intern to experience first-hand a number of different solutions to a particular problem e.g. classroom control, establishing rapport, etc. The goal is to discover approaches which fit the unique teaching style of the individual intern.

The Integration Phase

During this growth phase, differences are organized or integrated into a philosophy, point of view or frame of reference that is unique to the individual. Shumsky (1968) refers to the need for expression of individuality as a teacher and for a unique teaching style. After the two year internship, the intern should have developed at least the rudiments of a teaching style. He should emerge not as a carbon copy of the team leader or of any other experienced teacher, but as the unique product of his numerous experiences at the school, the university and in the community. By now he should have reconciled some major philosophical conflicts and have become a fairly competent and somewhat unique teacher for the disadvantaged child.

The role of the team leader during this last stage would be that of identifiying with the intern through intern writings, team discussion, observation, etc. the style which is appropriate for him.

USING THE SUPERVISION SCHEMA

Each of seventeen problems identified within the three major roles has been listed in the schema which follows in the next section. Activities and behaviors designed to guide the intern through each of the four growth phases for each problem within the phase have been outlined. Roughly, each of the four phases could take one semester of the in-service program, although the first stage is typically the shortest. However, interns may proceed at individual rates of growth. For example, one intern may remain in the Confrontation Phase of the School-Community Liaison Role for two semesters, while another intern might take half of a semester to complete this phase. The length of time needed to complete each of the growth phaseswill depend upon the attitudes, abilities and backgrounds of each intern and upon the effectiveness of the team leader's supervision. Supervision must include at least one weekly observation of each intern, a weekly conference and record keeping in relation to schema phases in order for the schema to work.

Unlike other models of teaching, the present schema stresses the dynamic nature of teaching and the complex matrix which represents the two-year Teacher Corps internship. It is important to realize that the intern, at least in theory, is working on seventeen problems at once in each of the four growth phases! It is virtually impossible for an intern to isolate and to work on only one problem at a time. The dynamics involved in the development of a teacher for a low-income area school suggests that is is both confusing and unrealistic to tell interns that we "do only one thing at a time."

To illustrate how the schema works (and to make the point even more clearly that an intern cannot focus on just one problem at a time), let us look at the problem of selection or content. An intern could not work on selection of content and later work on classroom organization when he is faced with both of those problems the moment he takes over a small group or a classroom. However, the intern should be guided into working on the problems of content and organization at one level of performance in his first semester, but at a much more sophisticated level by his fourth semester. The rationale underlying the schema stresses the belief that the problems faced by the beginning teacher are not different in kind from those faced by the experienced teacher; rather it is the level of complexity at which the problem and solution are comprehended that differs with the degree of teaching experience.

The Schema as a Guide not Prescription

As the Teacher Corps is conceived at the University of Nebraska at Omaha, it is expected that each intern assume the roles of teacher-intern, community liaison and student in a graduate program. Experiences may be individualized in the supervision of each intern as long as they are consistent with the legislation and national guidelines of the Teacher Corps.

Generally, all of the problems outlined in the schema for supervision should be included in the education of the intern. However, the schema is intended as a guide and not an "iron-clad" prescription for action. In practice, the growth phases in relation to the three roles should

offer the team leader a basis for discussions of growth with an intern and a guide for the selection and/or creation of activities which will enhance that growth. For example, the intern who has not yet learned to understand how to formulate a goal for a lesson with a group is hardly ready to carry through an effectively taught major unit of coursework. Conferences during the earlier phase should stress the nature of daily lesson planning, while later conferences would be aimed at helping the intern to see the necessity for clear objectives in a more complex unit of study.

It is possible that an intern may move ahead to phase three--Differentiation--for a number of problems and remain at phase one--Familiarization--for a number of other problems. The observations by the team leader and the subsequent conferences should determine the speed with which the intern moves ahead and on which problems he might profitably focus.

The following sections present the schema in chart form together with suggested intern activities and behaviors for each phase. The chart may be utilized to identify appropriate activities for the interns during each of the four phases in relation to each of the seventeen problems. These activities are <u>suggested</u> <u>to</u> <u>enhance</u> <u>growth</u> and <u>not</u> to describe a level of growth achievement. It can be seen that for each problem, the activities become more complex as they progress from the familiarization phase of growth to the integration phase. The assumption underlying this

progression of activities is that the team leader will guide the intern from the relatively simple task of working with an individual pupil, through the more complex tasks involved in teaching small groups of pupils to the very complex activities involved in teaching within the classroom context.

This does not mean, however, that the intern may never teach immediately in the classroom or that he must work only with individuals at first. What is meant is that the predominant sources of experiences for analyzing the teaching-learning process will occur in the suggested progression of complexity levels. Thus the activities outlined in the schema are based primarily on emphasizing work with individual pupils in the initial phases and with complete classes in the later phases.

To help in formulating a belief concerning which of the phases the intern is in, the Team Leader should review the description of the growth phases in the section "Description of Growth and Dynamic Development."

At this point in the development of the "Schema for Supervision," it is hoped that team leaders who utilize the activities presented in the subsequent charts in relation to the underlying rationale, will provide further information on their usefulness in helping interns to achieve the more complex growth states in the three intern roles.

INTERN ACTIVITIES RELATED TO SUPERVISION SC

TEACHING ROLE

The Strategist Function

Problem 1: Establishing Instructional Objectives

Familiarization Phase	Confrontation Phase	Differe
a. Observe various teachers and be able to state the objective of each short lesson observed. [See Mager, 1962]	a. Submit weekly to the team leader a written objective for an observed lesson. (Begin with short sessions with an individual pupil and increase gradually to longer sessions with a complete class).	a. Take th sibilit carryin coursew
b. Discuss with teachers the basis for selecting their lesson objectives.	b. Conferences between team leader and intern should focus on the extent to which the objective for the lesson was accomplished.	b. To expe ives ca dapted, least t of cour topic w classes
c. Discuss in teams differences in teaching which occur when objectives are and are not clear.		c. See ins relatio Educati (See Bl wohl, B
d. For at least two tutoring sessions, plan an instructional objective; evaluate the appropriateness of the objectives in consultation with the team leader.		

ES RELATED TO SUPERVISION SCHEMA

TEACHING ROLE

e Strategist Function

on Phase	Differentiation Phase	Integration Phase
to the team ten objective ed lesson. hort sessions idual pupil gradually to ns with a s).	a. Take the major responsibility for planning and carrying through a unit of coursework.	a. Crystallize in writing a philosophy of teaching objectives for disadvantaged children, recognizing that this philosophy will change in the course of the teaching career.
etween team tern should extent to jective for the ccomplished.	b. To experience how objectives can change and be adapted, carry through at least two different units of coursework on the same topic with two different classes.	b. Teach for at least three full days (in a block or separately) in a familiar classroom, preferably without the team leader or classroom teacher present.
	c. See instructional goals in relation to the Taxonomy of Educational Objectives. (See Bloom, 1956 and Krathwohl, Bloom & Masia, 1968)	

Problem 2: Selection of Content

Familiarization Phase	Confrontation Phase	Dif
a. Obtain and read the local or state curriculum for each subject area and grade level.	a. For each observed lesson, include a statement of the major concept to be understood by pupils i.e. the skill, value or understanding to be left with pupils by the end of the lesson.	a. Tea at for
b. Discuss in teams the relationship between observed teachers' selections of content and the specified curriculum for the subject matter and grade level.	b. Evaluate in conferences with the team leader the extent to which the selections of content for the observed lessons were responsible for achieving or not achieving the stated objectives. (Teaching sessions might be audio or video taped for later analysis).	b. Tea are at get con cul
c. Discuss in teams the teacher's limits of freedom as he appears to perceive them, i.e. to what extent does the teacher veer from the established curriculum? For what reasons?		c. Eva wit cla wit pos ria

Problem 3: Adapting Content to Pupils

a. Relate in teams concepts learned in university coursework to observations of the various learning styles of pupils observed in the school.	a. Plan in writing specific ways to make content relevant to pupils tutored individually or in small groups.	a. Bui mod oth mat Try tea

ase	Differentiation Phase	Integration Phase
d a statement cept to be pils i.e. or under- eft with d of the	a. Teach all subject areas at the grade level planned for the teaching career. b. Teach frequently a subject area of special interest at several grade levels to get a feeling for the continuity of the curriculum.	a. Demonstrate ease in teaching various subject matter areas at a specific grade level. (Select major concepts and themes relevant to the pupils.) b. Demonstrate ability to help pupils relate the various concepts from subject matter areas.
erences ader the the select- for the were achieving the stated aching e audio or later	c. Evaluate teaching units with the team leader and classroom teachers (and with pupils, where possible) for the appropriateness of the content.	
specific ntent rele- tutored in small	a. Build a file of analogies, models, diagrams, and other resources for adapting materials to children. Try these in the context of teaching in the total classroom.	a. Demonstrate in teaching during a full day, an understanding of the problems and individual learning styles of the children in the total classroom situation.

Familiarization Phase	Confrontation Phase	Diff
b. Discuss in teams ways in which different observed teachers adapt to the individual learning styles of children.	b. For each observed lesson write the specific experiences, skills, and levels of knowledge of pupils which can be related to the content of the lesson.	b. Eval conf lead the to t
c. Discuss in teams ways in which observed teachers make content relevant to the lives of the children. (See filmstrip: Perceived Purpose)		

Problem 4: Selection and Manipulation of Teaching Materials

a. Review the texts and basic materials used in the assigned school.	a. Use the instructional media centers and the curriculum laboratory of the University (if available) to discover and create materials that will accomplish planned instructional objectives.	a. Expe appr curr of t situ
b. Evaluate some of the materials in the light of what has been learned in university course-work concerning the needs of disadvantaged children.	b. Evaluate in the weekly conference the extent to which teaching materials were successful in accomplishing objectives.	b. Util mate orig
		c. Cons bull visu cont

ase	Differentiation Phase	Integration Phase
d lesson ic lls, and dge of n be content	b. Evaluate in weekly conferences with the team leader the degree to which the teaching is relevant to the pupils.	b. Demonstrate the ability to maintain anectodal and other records for an understanding of learning difficulties.
rials		
tional nd the ratory ty (if iscover rials plish tional	a. Experiment with various approaches to the curriculum in the context of the total classroom situation.	a. Demonstrate ease in the utilization of a repertoire of teaching methods and materials relevant to the pupils taught.
	b. Utilize programmed materials and construct original programs.	b. Demonstrate ability to construct or obtain appropriate teaching materials as the needs arise in the classroom during a full day of teaching.
weekly extent to materials in objectives.	c. Construct appropriate bulletin boards and other visual materials in the context of unit teaching.	

Familiarization Phase	Confrontation Phase	Diffe
c. Observe and report in team discussions ways in which teachers supplement texts and commercial to reach children.	c. Practice methods of group discussion in small group teaching,	d. Utili prepa audio in th teach
d. Assist classroom teachers in constructing bulletin boards, transparencies and other visual teaching materials.	d. Construct visual teaching materials for small group teaching.	
e. Observe the use of tapes, films, and other audio-visual teaching materials.	e. Utilize tapes, films, and other audio-visual materials for small group teaching.	

TEACHING ROLE

The Research Function

Problem 1: Diagnosis of Pupil Abilities and Problems

Phase	Differentiation Phase	Integration Phase
ods of group small group	d. Utilize commercially prepared or "home-made" audio-visual materials in the context of unit teaching.	
ual teach- for small g.		
, films, io-visual small g.		

TEACHING ROLE

Research Function

s

Familiarization Phase	Confrontation Phase	Diffe
a. Become familiar with the cumulative folder records used by the school.	a. Study the cumulative folder records of pupils assigned in small groups.	a. Pract scori stand achie liste
b. Assist teachers and others in major testing programs undertaken in the school.	b. Select at least two children who appear difficult to teach. Attempt to assess their learning difficulties and possible causes for these difficulties (being sure to include a home visit). Record the methods and procedures used to gather information about the children.	b. Focus on wh about they
c. Discuss in teams the strengths and limitations of standardized instruments used to assess pupil ability.	c. Write a description of the ways in which having information about the two children influenced further attempts to teach them.	c. Parti confe schoo clude as th nurse to ai learn

Problem 2: Evaluation of the Teaching-Learning Process

a. Study at least two teachers' written plans for a series of lessons or a unit. Examine their procedures for evaluating teaching.	a. Write lesson plans, especially for those lessons to be observed by the team leader. (See Bloom, 1956, Krathwohl, Bloom and Masia, 1967; Mager, 1962.)	a. Const for t vario

	Differentiation Phase	Integration Phase
	a. Practice administering, scoring, and interpreting standardized intelligence, achievement, reading, listening and other tests.	a. Write a description of the learning styles of children assigned to you.
	b. Focus in team discussions on what tests do <u>not</u> tell about children as well as what they do tell.	b. Demonstrate the ability to carry out long range procedures (such as the use of medical, psychological and home resources) to diagnose a child's learning difficulties.
	c. Participate in frequent conferences in homes or at school, some of which include resource people such as the community aide, school nurse, and visiting teacher, to aid in the diagnosis of learning problems.	c. Demonstrate sound inferences about learning problems based upon thorough diagnosis of home and personality difficulties.
		d. Demonstrate facility in construction and interpretation of simple diagnostic instruments appropriate to classroom behavior.
ans, especi- lessons to the team loom, 1956; n and Masia, 62.)	a. Construct a variety of tests for teaching units utilizing various types of questions.	a. Demonstrate an attitude in daily teaching of evaluating the extent to which instructional objectives are being achieved.

	Familiarization Phase	Confrontation Phase	Differ
b.	Become familiar with the concept of "feedback" in the classroom; observe ways in which teachers obtain "feedback" (instant and delayed) which tell them the extent to which pupils are attending and instructional goals are accomplished.	b. As teaching progresses lesson plans should be discussed with the team leader and changes made before the observed lesson is demonstrated.	b. Discus streng variou
Problem 3:	Analysis of Verbal Teaching Behavior		
a.	Observe and write descriptions of what various teachers said to: (1) establish rapport or "set" (2) achieve "closure" or summarization of a concept (3) incite curiosity (4) give instructions (5) structure a discussion (6) maintain classroom control (7) ask questions	a. Make simple diagrams for observed classrooms to depict the classroom interaction. (Brilhart, 1967) b. Tape and analyze tutoring sessions for what is said to get various responses from children. c. Have observers diagram patterns of interaction that occur in small instructional groups. Evaluate the effectiveness of the interactions.	a. Use w tapin teach b. Use s analy teach as a teach resul ders, visua c. Pract level conte (See
b.	Discuss the above observations in teams; note teacher similarities and differences among verbal teaching behaviors.		

hase	Differentiation Phase	Integration Phase
gresses ould be dis- team leader e before sson is	b. Discuss in teams the strengths and limitations of various types of test questions.	b. Demonstrate variety and relevance in the planning and utilization of evaluation procedures during the time of responsibility for a class over a long period of time.
lagrams for rooms to ssroom inter- hart, 1967)	a. Use weekly audio and video tapings to analyze verbal teaching behavior.	a. Constantly seek ways to analyze verbal teaching behavior. Interaction analysis, for example, should be a frequent procedure employed in one's own teaching.
ze tutoring hat is said responses	b. Use systems of interaction analysis to describe verbal teaching behavior. Work as a team to analyze each other's teaching and to discuss the results. (See Amidon & Flan- ders, 1963, related audio- visual materials.	b. Utilizing pupil "feedback" on verbal teaching should be a frequent part of the demon- strated teaching behavior.
diagram teraction small groups. ffectiveness tions.	c. Practice utilizing various levels of questions in the context of the classroom. (See Sanders, 1966)	

Problem 4: Analysis of Non-Verbal Teaching Behavior

Familiarization Phase	Confrontation Phase	Diffe
a. Discuss in teams the concepts of non-verbal behavior in communication and teaching. [See Non-verbal Communication (videotape)]	a. Confront self attitudes concerning reactions to minority groups and patterns of learning of "slow" children.	a. Utili of no analy non-v class [Bell
b. Observe in classrooms, on the playground, and in the principal's office, ways in which information and attitudes are communicated to children nonverbally.	b. Discuss in teams honest attitudes concerning the children and the school system.	b. Write chang attit phase the p

TEACHING ROLE

The Administrative Function

Problem 1: Classroom Control

a. Learn various school routines, regulations and procedures.	a. As groups of children are moved through the building, attempt to identify problems of loss of control. Attempt to locate causes of these	a. Utili egie room of th in te

ase	Differentiation Phase	Integration Phase
ttitudes tions to and rning of	a. Utilize various systems of non-verbal interaction analysis to analyze the non-verbal behavior in a classroom situation. [Bellack, 1966]	a. Non-verbal teaching behavior should communicate attitudes of respect, warmth, honesty and commitment to the promotion of the individual child's self-image.
s honest rning the e school	b. Write a description of self change in feelings and attitudes from the initial phase of the internship to the present.	b. After each teaching session a willingness to analyze the impact of intern attitudes upon the child's ability and willingness to learn should be demonstrated.

TEACHING ROLE

istrative Function

ildren are the building, tify problems trol. Attempt es of these	a. Utilize and evaluate strategies for maintaining classroom control in the context of the classroom. Discuss in teams the effect of	a. Observe video tapes of several classroom teachers for a portion of a day. Focus mainly on what is said and done to control

Familiarization Phase	Confrontation Phase	Diff
b. Observe classroom routines at various grade levels.	problems in team discussions.	teac on t clas
c. Note the various methods used by teachers for establishing classroom control.	b. Write in a log descriptions of major control problems as they occur in teaching small groups. Attempt to locate causes in team discussions.	b. Disc soci teac theo main cont
d. Report in team meetings on observations of problems encountered by teachers attempting to control a classroom.	c. Consult school records and make home visits when individual children appear to be major causes of control problems.	
e. Discuss in team meetings possible solutions to observed problems of classroom control.		
Problem 2: Classroom Organization		
a. Observe classrooms at primary, intermediate and upper grade levels to discover ways in which children are seated, work in groups, carry out classroom routines, etc.	a. Work with at least one teacher to discover his methods of varying classroom organization. b. In the context of small instructional groups, attempt through various	a. As tea cla uti var cla (e. sma use

se	Differentiation Phase	Integration Phase
dis-	teacher-pupil interaction on the climate of the classroom.	the climate of the room. Do the same with a video-tape of your own teaching.
scriptions problems as ching tempt in team	b. Discuss with psychiatrists, social workers, parents, teachers, etc. various theories and methods for maintaining classroom control.	b. Write a brief description of the style of classroom control which characterizes each of the teachers compared with your own.
ecords and when in- n appear es of		c. By the end of the internship demonstrate a unique style of control which meets the needs of the school and the children.
st one ver his ng zation.	a. As responsibility for teaching in the total classroom increases, utilize and evaluate various patterns of classroom organization (e.g. committee work, small group discussions, use of headsets with tape	a. Demonstrate daily flexibility in organization of the classroom.
f small oups, various		b. Evaluate daily, decisions made concerning individual, group and total class organization for appropriateness

Familiarization Phase	Confrontation Phase	Diffe
b. Discuss in the context of team meetings observations of various methods for organizing classrooms.	methods of organization within the groups to meet the individual child's learning needs.	recor in co divid shoul
c. View films depicting new trends in school and classroom organization. [See Make a Mighty Reach and Quiet Revolution, (films)]		b. Evalu ions vario metho struc

THE SCHOOL-COMMUNITY LIAISON ROLE

Problem 1: Understanding and Overcoming Environmentally Related Barriers to Lea

a. Accompany the school nurse, community aide, team leader, or social worker on visits to various homes. Write and discuss in teams observed factors in the homes which might affect the learning processes of children.	a. Visit the home (at least once) of each of the children instructed in small groups. (This should be done in relation to activities described under the Teacher Role). Keep accurate records of the findings or outcomes of each visit and follow through with subsequent visits or actions when needed.	a. Obser vario role b. Ident to a ence. seeki which from throu of ch
b. Visit the homes of children tutored regularly. Write a socio-economic evaluation of each home and discuss with the social	b. In team meetings discuss (using	

ase	Differentiation Phase	Integration Phase
ization s to ual needs.	recorders and seatwork in conjunction with individualized teaching, should be attempted).	to the content and the objectives.
	b. Evaluate in team discussions the effectiveness of various organizational methods in relation to instructional objectives.	

COMMUNITY LIAISON ROLE

y Related Barriers to Learning

(at least f the child- in small should be n to act- ed under the Keep s of the comes of each w through with ts or actions	a. Observe and diagram various inter-family role relationships.	a. Demonstrate in the classroom through verbal and non-verbal behavior an understanding of environmentally related barriers to learning.
	b. Identify various approaches to a home visit or parent conference. Test these approaches seeking styles and techniques which appear to elicit help from parents in breaking through learning difficulties of children.	b. Demonstrate through behavior both in and out of the classroom an active desire to know each child's home and family in relation to his learning difficulties and achievements.
s discuss (using		

Familiarization Phase	Confrontation Phase	Differ
worker consultant to Teacher Corps these evaluations as they might relate to the learning problems of the children.	the Teacher Corps social worker or psychiatrist, the community aide, visiting teacher, principal or parents as resource people) guidelines or strategies for carrying through successful home visits.	

Problem 2: Utilization of Home and Community Resources to Enhance the Teaching-

a. Visit various community agencies that sponsor educational programs for parents of children in the assigned school. Attempt to identify through observations, interviews with project directors and team discussions, the learning problems of these adults.	a. Participate in group conferences with the community aide, parents, principal, etc., concerning problems of children in the instructional groups.	a. Discu local ation aidin in ne discu which are m suppl
b. Identify ways in which parents are utilized to aid in the educative processes of children in the assigned school.	b. Learn the appropriate referral channels to obtain medical, occupational, psychological, financial or other aid for children or their families through community resources.	b. As wo class begin permi other to be class
c. Discuss in teams further ways of utilizing parents	c. Use appropriate field trips to enhance the learning experiences of the children in the instructional groups.	

hase	Differentiation Phase	Integration Phase
ps social iatrist, ide, r, principal esource nes or carrying ful home		
to Enhance the Teaching-Learning Process		
group h the , parents, ., concerning ldren in al groups.	a. Discuss in teams the local community's limitations and resources in aiding a child or family in need of help. Also discuss realistically which people and agencies are most effective in supplying help.	a. Demonstrate in the context of the classroom a knowledge and competence in making referrals and in using consultants to understand and teach children.
priate els to obtain ational, financial or children or through urces.	b. As work in the total classroom situation increases, begin the process of permitting parents and other community resources to become a part of the classroom setting.	b. Through field trips, community resources, discussions, etc., help pupils understand and participate more effectively in their own community.
e field ce the iences of n the groups.		

Familiarization Phase	Confrontation Phase	Diffe
in the school and the classroom.		
d. Assist teachers in taking children on field trips.		
Problem 3: Participation in the Life and Problems of the Community		
a. Take a walking tour of the community to get to know the people and the places in the neighborhood.	a. Identify and talk with people in the community who represent power groups.	a. Write teach the r of th
b. Write down observations and reactions, attempting to discover value systems of the people in the community. (See Rupp and Woodel, 1967)	b. Attend community festivities, celebrations and important planning meetings.	b. Work teach agenc tinui
	c. Communicate to the community the mission of the Teacher Corps in the schools.	begun Ident diffe as te and c setti
c. Participate in team discussions to compare observations and arrive at some agreements concerning the nature of the community.	d. Work with a community agency that helps children (Boys Club, YMCA, Scouting, etc.). Observe ways in which the children act in a setting other than school.	

Phase	Differentiation Phase	Integration Phase
the Community		
alk with community power groups.	a. Write a philosophy of teaching in relation to the norms and problems of the community.	a. Participate actively in professional organizations, community groups and public school committees which are seeking to improve the quality of education.
ty festivities, nd important ngs.	b. Work in the role of teacher in a community agency (perhaps continuing in the role begun in Phase 2). Identify similarities and differences between roles as teacher in the school and out of the school settings.	b. Demonstrate competence in role flexibility, i.e., while the role as teacher is primary, participate actively and knowledgably as a member of the community, seeking to solve community problems.
the community the in the schools.		
mmunity elps children MCA, Scouting, ve ways in ldren act in a than school.		

STAFF AND TEAM MEMBER ROLE

Problem 1: Relating to School Administration

Familiarization Phase	Confrontation Phase	Diffe
a. Get to know the principal and his assistants and where possible, members of the school administration in the city. Learn the duties for which each of these people has responsibility.	a. Meet with the principal in frequent conferences to discuss progress as teachers, school problems and specific children in the instructional groups.	a. Ident reas in p admi teac
	b. Utilize school personnel in their various roles related to enhancing individual learning.	b. Disc strat rath draw acce exam 1968
b. Learn school routines and regulations (ordering supplies, moving children, parent consent for trips, etc.).		

Problem 2: Relating to Teachers and Staff

a. Assist several classroom teachers in routines and teaching.	a. Participate in faculty meetings within the school.	a. Disc with brin and the
b. Establish rapport with the nurse, community aides, custodian, cooks, clerks, etc.	b. Participate in meetings of professional education organizations and become a working member of education committees where possible.	b. Part grou

D TEAM MEMBER ROLE

se	Differentiation Phase	Integration Phase
ncipal rences ss as problems dren in groups.	a. Identify in team meetings reasons for differences in points of view between administrators and teachers. b. Discuss and utilize strategies of persuasion rather than force or withdrawal to get proposals accepted. (See, for examples Samovar and Mills, 1968; Zelko and Dance, 1965).	a. Demonstrate a cordial working relationship with the administration in the school. b. Demonstrate the ability to appraise realistically the limits of authority of an administration and to see problems from the other person's viewpoint.
rsonnel roles cing ing.		
aculty the school.	a. Discuss teaching ideas with classroom teachers, bringing them new materials and ideas, especially from the University.	a. Participate in planning, teaching, and evaluating units in the context of team teaching.
eetings of cation d become a f education possible.	b. Participate when needed in group conferences about a	b. Participate in mutual critical evaluations (utilizing videotapes,

Familiarization Phase	Confrontation Phase	Diff
c. Discuss in teams the goals of Teacher Corps and be able to explain the program to teachers in the face of possible hostility.	c. Join professional associations and read the related publications.	part c. Plan unit
Problem 3: Relating to Team Leader		
a. Seek to understand the role of the team leader and clarify with him his role in supervision (including observation, conferences and evaluation).	a. Keep weekly scheduled conferences with the team leader and utilize guidance given by him.	a. Alth is p stud cess Teac ider and of a
b. Establish a clear communication with the team leader on major teaching activities, community activities and problems encountered.	b. Keep the team leader informed about teaching and other problems as they arise.	b. Disc meet own meth diff team

hase	Differentiation Phase	Integration Phase
al d read lications.	particular child's problems. c. Plan and coordinate teaching units with other teachers.	interaction analysis, etc.) of the teaching-learning process.
eduled h the team lize by him. leader teaching lems as	a. Although the team leader is primary guide to the study of the teaching process in the context of Teacher Corps, begin to identify his philosophy and methods as but one means of approaching teaching. b. Discuss within the team meetings ways in which your own and other teaching methods and philosophies differ from those of the team leader.	a. Become a colleague with the team leader, demonstrating the ability to mutually evaluate teaching. b. Plan and teach units with the team leader in the context of team teaching.

Problem 4: Relating to Other Interns

Familiarization Phase	Confrontation Phase	Dif
a. Develop a team spirit to help each other work and learn together, but prevent being perceived by other teachers as a clique or "closed organization".	a. Learn discussion procedures and practice them within the context of team meetings. (Brilhart, 1967)	a. Pla con
	b. Plan and share work loads and responsibilities with fellow team members.	b. Sha oth sib of
b. The team must establish early the feeling that they can use their own functioning as a laboratory for preparing to work in group situations. Thus team meetings, discussions, team teaching evaluations, etc. become learning situations and afford opportunities for the team to study itself as a working group.	c. Observe each other teach in the context of the instructional group.	c. Dis of mem

Phase	Differentiation Phase	Integration Phase
ion pro- ractice he context ngs. 67)	a. Plan and teach units in the context of team teaching.	a. Describe in writing the style that has emerged for each team member.
	b. Share more and more with other interns the responsibility for evaluation of each other's teaching.	b. Identify the similarities and differences between your teaching style and those of other members.
e work ponsibilities eam members.		
other teach t of the group.	c. Discuss in teams observations of differences in team members	

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